

DOCUMENT RESUME

ED 252 717

CE 040 527

TITLE Essential Living Skills. Consumer and Homemaking Education Guide to Proficiencies and Performance Indicators for the Occupation of Homemaking.

INSTITUTION California State Dept. of Education, Sacramento.

PUB DATE 84

NOTE 101p.; Prepared by the Home Economics Education Staff.

AVAILABLE FROM Publication Sales, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.75).

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Basic Skills; Behavioral Objectives; Child Development; Child Rearing; Clothing Instruction; *Consumer Education; Daily Living Skills; Evaluation Criteria; Family Life Education; Foods Instruction; Guidelines; *Home Economics; *Home Economics Skills; Homemakers; *Homemaking Skills; Home Management; Housing; Leadership Training; Mathematics Skills; Nutrition Instruction; Parenthood Education; Reading Skills; Secondary Education; State Curriculum Guides; Student Evaluation; Student Organizations; Textiles Instruction; Writing Skills

ABSTRACT

This volume consists of lists of proficiencies and performance indicators for use in designing and revising curricula dealing with essential living skills in consumer and homemaking education for the occupation of homemaking. Addressed in the individual sections of the guide are behavioral objectives and evaluation criteria dealing with the following subject areas: child development and guidance, clothing and textiles, consumer education, family living and parenthood education, food and nutrition, housing and home management, and leadership development (Future Homemakers of America--Home Economics Related Occupations component). The guide also includes a list of suggestions concerning use of the guide; a chart that cross-references the proficiencies covered to basic reading, writing, and computation skills; a brief glossary; and selected references. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED252717

Essential Living Skills



Consumer and Homemaking Education Guide to Proficiencies and Performance Indicators for the Occupation of Homemaking

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Instruction
Sacramento, 1984

Essential Living Skills



Consumer and Homemaking Education Guide to Proficiencies and Performance Indicators for the Occupation of Homemaking

Prepared by
Home Economics Education Staff
California State Department of Education



Publishing Information

This publication was produced with funds from the Vocational Education Amendments of 1976 (P.L. 94-482) and published by the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814-4785.

Distributed under the provisions of the Library Distribution and Government Code Section 11096.

Copies of this publication are available for \$3.75 each, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271. A list of other publications available from the Department may be found at the back of this publication.

Contents

Project Staff	iv
Acknowledgments	v
Introduction	vii
A. Child Development Guidance	
Essential Living Skills	1
Performance Indicators	3
B. Clothing and Textiles	
Essential Living Skills	31
Performance Indicators	33
C. Consumer Education	
Essential Living Skills	49
Performance Indicators	51
D. Family Living and Parenthood Education	
Essential Living Skills	67
Performance Indicators	69
E. Food and Nutrition	
Essential Living Skills	87
Performance Indicators	89
F. Housing and Home Management	
Essential Living Skills	107
Performance Indicators	109
G. Leadership Development (FHA-HERO Component)	
FHA-HERO Philosophy Statement	125
Essential Living Skills	127
Performance Indicators	129
H. Selected References	147

Project Staff

Project Coordinator

Gerry Banicevich
Folsom-Cordova Unified School District

Project Supervisor

F. Colleen Steck
Home Economics Education Staff
California State Department of Education

Acting Program Manager

Janice L. DeBenedetti
Home Economics Education Staff
California State Department of Education

Content Area Consultants

Barbara Blackie
Elk Grove Unified School District

Vickie Hanrahan
Tulare Joint Union High School District

Janice Klemm
Fresno Unified School District

Shelby Kostman
Azusa Unified School District

Jeanette Powell
Mt. Diablo Unified School District

Sharon F. Yonehara
Big Valley Joint Unified School District

California State Department of Education Home Economics Education Staff

Janice L. DeBenedetti, Acting Program Manager
Patricia D. Campbell
Mary P. Conway
M. Berthann Heath
F. Colleen Steck, Project Supervisor
Kathryn P. Whitten

Acknowledgments

A statewide task force was used to validate the essential living skills and performance indicators to make sure that the needs of California's diverse student population are being met. Its contributions are most gratefully acknowledged. Membership on the task force does not, however, imply personal approval of this document.

Task Force

Ruth V. Byron, Home Economics Teacher, Westwood Unified School District
Jennifer Hemstreet, Program Coordinator/Department Head, Santa Maria Joint Union High School District
Katy Miner Houghton, Supervisor of Academic Instruction, California Institute for Women, Frontera
Carol J. LaBelle, former Attendant Care Coordinator, San Mateo County Center for Independence of the Disabled
Tomoe Nimori, Dean of Students, Kings Canyon Joint Unified School District
Duong Cao Pham, Coordinator, Bilingual Department, Huntington Beach Union High School District
David Ruiz, Mediator-Conciliator, California State Conciliation Service, Fresno
Diane Herrera Shepard, Learning Disabilities Teaching, Office of the San Mateo County Superintendent of Schools
Clifford C. Vines, Counselor-Teacher for the Adult Blind, State Department of Rehabilitation, Gardena

A special thanks is also extended to the following individuals for their assistance in and support of the Essential Living Skills Project:

Carol Bruch, Professor of Law, University of California, Davis
Doyle Crawford, Teacher, Folsom-Cordova Unified School District
Alice Furry, Director of Research, Office of the Sacramento County Superintendent of Schools
Virgil Jensen, Director of Vocational Education, Folsom-Cordova Unified School District
James Loughridge, Superintendent, Folsom-Cordova Unified School District
Sue Norman, Student Typist, Folsom High School
Ivy Sarratt, Graduate Student, California State University, Sacramento

Introduction

Basic to any consumer and homemaking education program (CHE) is the curriculum process. Decisions should be made on a regular basis concerning which knowledge, skills, and attitudes are going to be taught. The premise of the Essential Living Skills Project is that the teachers who make these curriculum decisions need documented data on the competencies necessary for the occupation of homemaker. To provide these data, the Essential Living Skills Project addressed the following five objectives:

1. Study of essential competencies as identified in research studies throughout the nation
2. Development of a core of Essential Living Skills for each of the six content areas and the FHA-HERO component of consumer and homemaking education:
 - Child Development and Guidance
 - Clothing and Textiles
 - Consumer Education
 - Family Living and Parenthood Education
 - Food and Nutrition
 - Housing and Home Management
 - Leadership Development
3. Validation of the identified Essential Living Skills by a statewide task force to ensure that the various cultural and economic backgrounds of California's diverse population were being met
4. Identification of performance indicators for each of the Essential Living Skills to provide a means of assessing student performance in the mastery of each skill
5. Development of a matrix of the Essential Living Skills with the basic proficiencies being assessed in California under the mandates of the pupil proficiency legislation (*Education Code* sections 51215 through 51217)

To the Teacher:

How to Use the Essential Living Skills Materials

Teachers asked to update course outlines, develop new courses, or defend existing programs will find that this document contains data they can use in performing these tasks. Some examples of the ways in which these materials can be used are as follows:

1. Compare existing course outlines with the Essential Living Skills (page ix) to determine if you are in fact teaching the essentials.
2. Identify those Essential Living Skills not currently being covered, and use this list as a basis for revising existing living skills or developing new course offerings.
3. Use the performance indicators as a guide for writing pupil performance objectives.
4. Use the performance indicators as a springboard for ideas for teaching strategies.
5. Use the Pupil Proficiency Matrix as a promotional tool with legislators, administrators, school boards, and the community to provide documentation of the role of consumer homemaking education programs as a viable delivery system of the pupil proficiency legislation.
6. Use the Essential Living Skills as a promotional tool to show that the CHE program has been based on identified and validated life skill requirements.
7. Use the Essential Living Skills performance indicators as a working model for future curriculum improvement by deleting those skills that have become obsolete and by adding others as they become apparent as reflecting the skills needed for the occupation of homemaking.

Glossary

Consumer and Homemaking Education (CHE)—A vocational home economics program designed to help individuals prepare for the occupation of homemaking and to meet the challenges of daily living. The program encompasses consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles.

Essential Living Skills (ELS)—The skills, knowledge, and attitudes needed to perform in a competent manner in the occupation of homemaking.

Performance Indicators—Measurable student behaviors that are used to assess student proficiency in the ELS.

Pupil Proficiency—The level at which a student can perform stated skills. (California's pupil proficiency legislation requires that districts establish graduation requirements in reading, writing, and computation skills).

ESSENTIAL LIVING SKILLS

BEST COPY AVAILABLE

A listing, by content area, of competencies for the occupation of homemaking

A. CHILD DEVELOPMENT AND GUIDANCE	Develop goal selection and decision-making skills and relate these principles to child development and guidance.	Help a child develop confidence in himself or herself.	Provide children with various role models.	Provide the emotional support necessary to help a child feel secure.	Guide children's behavior and set limits appropriate to their age.	Provide experiences and opportunities that will allow a child to develop toward his/her fullest potential.	Help a child express himself or herself creatively.	Help a child learn to do things for himself or herself.	Provide appropriate play materials and activities for the various age levels.	Promote good health standards for children.	Help children cope with changes in the family.	Develop an awareness of children who have exceptional needs (e.g., gifted, learning disabled, emotionally or physically handicapped).	Develop an awareness of children who have social, cultural, and/or language differences.	Provide experiences that promote the value of work and working.
B. CLOTHING AND TEXTILES	Develop goal selection and decision-making skills and relate these principles to clothing and textiles.	Repair, alter, and remodel clothing and household textiles for the family.	Evaluate and select clothing and textiles that meet social, physical, and psychological needs of individuals and the family.	Use information on labels, hangtags, and in advertising to evaluate quality and choice based on use and care when buying clothing and textiles.	Help individuals with special needs utilize personal skills or community resources to select and modify clothing and textiles.	Plan clothing and textile budgets to meet individual and family needs.	Care for clothing and textiles.	Construct clothing and household textile items.						
C. CONSUMER EDUCATION	Develop goal selection and decision-making skills and relate these principles to consumer choices.	Evaluate choices and decisions regarding work, in terms of projected income, life-style, and family goals and needs.	Plan purchases by using all available resources such as advertising, periodicals, labels, hangtags, warranties, etc.	Plan spending according to family values, needs, and income.	Apply information about types, costs, and appropriate use of credit.	Use information about banking services.	Demonstrate a knowledge of consumer rights and responsibilities in the marketplace.	Plan for economic security through savings, insurance, investments, retirement plans, and wills.						
D. FAMILY LIVING AND PARENTHOOD EDUCATION	Develop goal selection and decision-making skills and relate these principles to family life and parenting.	Understand the significance and functions of family roles and responsibilities.	Help individuals and the family cope with pressures and crises in their lives.	Assist individuals and the family to develop communication skills to help them cope with conflicts and disagreements.	Fulfill needs of family members as they assume their changing roles and responsibilities.	Understand the personal and socio-economic impact of marriage, parenthood, and the dissolution of marriage including death.	Use and contribute to community services that are available to help individuals and families.	Develop an awareness of the contributions and special problems of the aged to families and the community.	Develop an awareness of the special needs of some family members (e.g., gifted, learning disabled, physically, emotionally or culturally handicapped).					
E. FOOD AND NUTRITION	Develop goal selection and decision-making skills and relate these principles to food choices.	Understand basic concepts of nutrition and recognize valid nutrition information.	Conserve resources when planning and preparing food.	Plan, prepare, and serve attractive and tasty meals based on basic concepts of nutrition.	Identify essential equipment and appliances and use to best advantage.	Organize safe, sanitary, and efficient kitchens for the storage and preparation of food.	Compare cost, quality, and nutritional value when buying food.	Preserve and store foods.	Identify and use resources and agencies that assist consumers.					
F. HOUSING AND HOME MANAGEMENT	Develop goal selection and decision-making skills and relate these principles to housing and home management choices.	Conserve resources in the home whenever possible.	Work to improve neighborhood and the community.	Develop an awareness of the special housing needs of some family members (e.g., children, aged, physically or emotionally handicapped).	Develop an awareness of "personal space" needs of individuals and families.	Select appropriate and affordable home furnishings.	Promote and maintain a clean, orderly, safe, and aesthetically desirable environment.	Choose suitable housing from the available alternatives.						
G. LEADERSHIP DEVELOPMENT	Develop goal selection and decision-making skills and relate these principles to leadership development.	Develop and demonstrate leadership skills.	Demonstrate good sportsmanship and citizenship when interacting with others in group and competitive situations.	Develop personal interaction skills.	Reinforce a positive self-concept in membership and leadership roles.	Develop the ability to plan, organize, and conduct an activity, project, or meeting.	Develop an awareness of and participate in community projects.	Develop communication skills in working with individuals, small and large groups, and the community.	Expand knowledge about home economics related occupations and career opportunities.					

ESSENTIAL LIVING SKILLS/PUPIL PROFICIENCIES MATRIX

(A partial listing of pupil proficiencies currently being assessed in California)

Summarized from **Proficiency Assessment in California — 1980 Status Report on Implementation of California's Pupil Proficiency Law**

(PUPIL PROFICIENCIES)

ESSENTIAL LIVING SKILLS CHILD DEVELOPMENT AND GUIDANCE	READING SKILLS														WRITING SKILLS											COMPUTATION SKILLS							
	1. Reading comprehension	2. Study skills, reference materials	3. Vocabulary	4. Following directions	5. Finding the main idea	6. Reading for detail	7. Following sequences	8. Forms	9. Fact Opinion	10. Maps and graphic information	11. Spelling	12. Signs and schedules	13. Newspaper articles	14. Letters	1. Writing samples	2. Spelling	3. Punctuation	4. Form completion	5. Envelopes and letters	6. Grammar	7. Usage	8. Oral expression	9. Listening skills	10. Vocabulary	11. Use of outlines	1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals	2. Measurements	3. Percentages	4. Money	5. Graphs, tables, charts and maps	6. Consumer math problems	7. Time and wage problems	8. Metrics
A.1 Develop goal selection and decision-making skills and relate these principles to child development and guidance.	X	X	X		X	X				X					X	X	X		X	X				X	X								
A.2 Help a child develop confidence in himself or herself.	X	X	X						X	X					X	X	X		X	X	X	X	X	X	X								
A.3 Provide children with various role models.	X	X	X	X	X				X	X		X			X	X	X		X	X			X										
A.4 Provide the emotional support necessary to help a child feel secure.	X	X	X	X	X					X					X	X	X		X	X			X	X									
A.5 Guide children's behavior and set limits appropriate to their age.	X	X	X	X	X				X	X					X	X							X	X									
A.6 Provide experiences and opportunities that will allow a child to develop toward his/her fullest potential.	X	X	X	X	X	X			X	X		X			X	X	X		X	X	X	X	X	X									
A.7 Help a child learn to do things for himself or herself.	X	X	X	X	X					X					X	X					X		X	X									
A.8 Help a child learn to do things for himself or herself.	X	X	X	X	X					X					X	X					X		X	X									
A.9 Provide appropriate play materials and activities for the various age levels.	X	X	X		X				X	X		X			X	X	X		X	X			X	X	X	X	X						
A.10 Promote good health standards for children.	X	X	X	X	X	X	X	X	X	X	X				X	X	X		X	X			X	X	X	X				X			
A.11 Help children cope with changes in the family.	X	X	X	X	X	X				X					X	X			X	X			X	X									
A.12 Develop an awareness of children who have exceptional needs (e.g., gifted, learning disabled, emotionally or physically handicapped).	X	X	X	X	X				X	X		X			X	X	X						X	X									
A.13 Develop an awareness of children who have social, cultural, and/or language differences.	X	X	X	X	X				X	X					X	X					X	X	X	X									
A.14 Provide experiences that promote the value of work and working.	X	X	X		X	X			X	X					X	X					X		X	X									

ESSENTIAL LIVING SKILLS/PUPIL PROFICIENCIES MATRIX

(A partial listing of pupil proficiencies currently being assessed in California)

Summarized from **Proficiency Assessment in California — 1980 Status Report on Implementation of California's Pupil Proficiency Law**

(PUPIL PROFICIENCIES)

ESSENTIAL LIVING SKILLS CLOTHING AND TEXTILES		READING SKILLS														WRITING SKILLS											COMPUTATION SKILLS							
		1. Reading comprehension	2. Study skills: reference materials	3. Vocabulary	4. Following directions	5. Finding the main idea	6. Reading for detail	7. Following sequences	8. Forms	9. Fact Opinion	10. Maps and graphic information	11. Spelling	12. Signs and schedules	13. Newspaper articles	14. Letters	1. Writing samples	2. Spelling	3. Punctuation	4. Form completion	5. Envelopes and letters	6. Grammar	7. Usage	8. Oral expression	9. Listening skills	10. Vocabulary	11. Use of outlines	1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals	2. Measurements	3. Percentages	4. Money	5. Graphs, tables, charts and maps	6. Consumer math problems	7. Time and wage problems	8. Metrics
B.1	Develop goal selection and decision-making skills and relate these principles to clothing and textiles.	X		X	X		X	X			X				X	X	X			X	X			X	X									
B.2	Repair, alter, and remodel clothing and household textiles for the family.	X		X	X		X	X		X	X				X	X								X	X		X	X			X		X	
B.3	Evaluate and select clothing and textiles that meet social, physical, and psychological needs of individuals and the family.	X		X			X				X				X	X								X	X		X				X			
B.4	Use information on labels, hang tags, and in advertising to evaluate quality and choice based on use and care when buying clothing and textiles.	X		X			X			X	X	X		X	X	X	X	X	X	X	X	X		X	X		X				X			
B.5	Help individuals with special needs utilize personal skills or community resources to select and modify clothing and textiles.	X		X	X		X				X				X	X								X	X									
B.6	Plan clothing and textile budgets to meet individual and family needs.	X		X			X				X				X	X								X	X		X				X			
B.7	Care for clothing and textiles.	X		X	X		X	X			X				X	X						X		X	X		X	X			X		X	
B.8	Construct clothing and household textile items.	X		X	X		X	X			X				X	X							X	X		X	X			X				X

BEST COPY AVAILABLE

ESSENTIAL LIVING SKILLS/PUPIL PROFICIENCIES MATRIX

(A partial listing of pupil proficiencies currently being assessed in California)

Summarized from **Proficiency Assessment in California — 1980 Status Report on Implementation of California's Pupil Proficiency Law**

(PUPIL PROFICIENCIES)

ESSENTIAL LIVING SKILLS CONSUMER EDUCATION	READING SKILLS														WRITING SKILLS											COMPUTATION SKILLS							
	1. Reading comprehension	2. Study skills /reference materials	3. Vocabulary	4. Following directions	5. Finding the main idea	6. Reading for detail	7. Following sequences	8. Forms	9. Fact/Opinion	10. Maps and graphic information	11. Spelling	12. Signs and schedules	13. Newspaper articles	14. Letters	1. Writing samples	2. Spelling	3. Punctuation	4. Form completion	5. Envelopes and letters	6. Grammar	7. Usage	8. Oral expression	9. Listening skills	10. Vocabulary	11. Use of outlines	1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals	2. Measurements	3. Percentages	4. Money	5. Graphs, tables, charts and maps	6. Consumer math problems	7. Time and wage problems	8. Metrics
C.1 Develop goal selection and decision-making skills and relate these principles to consumer choices.	X		X X		X X					X					X X X				X X				X X										
C.2 Evaluate choices and decisions regarding work, in terms of projected income, lifestyle, and family goals and needs.	X X	X X			X					X X					X X X				X X				X					X					
C.3 Plan purchases by using all available resources such as advertising, periodicals, labels, hang-tags, warranties, etc.	X X	X X	X X		X				X X X	X					X X X				X X				X X										
C.4 Plan spending according to family values, needs, and income.	X		X X		X X				X X X						X X								X X			X		X X		X X			
C.5 Apply information about types, costs, and appropriate use of credit.	X		X X		X X				X						X	X						X X			X		X		X				
C.6 Use information about banking services.	X		X X		X X X				X X						X	X							X X			X		X X X X					
C.7 Demonstrate a knowledge of consumer rights and responsibilities in the marketplace.	X		X		X X X				X						X X X			X X X X X				X X											
C.8 Plan for economic security through savings, insurance, investments, retirement plans, and wills.	X		X		X X X				X X						X	X						X X			X				X X				

ESSENTIAL LIVING SKILLS/PUPIL PROFICIENCIES MATRIX

(A partial listing of pupil proficiencies currently being assessed in California)

Summarized from **Proficiency Assessment in California — 1980 Status Report on Implementation of California's Pupil Proficiency Law**

(PUPIL PROFICIENCIES)

ESSENTIAL LIVING SKILLS FAMILY LIVING AND PARENTHOOD EDUCATION	READING SKILLS														WRITING SKILLS											COMPUTATION SKILLS							
	1. Reading comprehension	2. Study skills reference materials	3. Vocabulary	4. Following directions	5. Finding the main idea	6. Reading for detail	7. Following sequences	8. Forms	9. Fact/Opinion	10. Maps and graphic information	11. Spelling	12. Signs and schedules	13. Newspaper articles	14. Letters	1. Writing samples	2. Spelling	3. Punctuation	4. Form completion	5. Envelopes and letters	6. Grammar	7. Usage	8. Oral expression	9. Listening skills	10. Vocabulary	11. Use of outlines	1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals	2. Measurements	3. Percentages	4. Money	5. Graphs, tables, charts and maps	6. Consumer math problems	7. Time and wage problems	8. Metrics
D.1 Develop goal selection and decision-making skills and relate these principles to family living and parenting.	X		X X			X X					X				X X X				X X				X X										
D.2 Understand the significance and functions of family roles and responsibilities.	X	X								X X	X	X			X X X				X X				X X		X					X X			
D.3 Help individuals and the family cope with pressures and crises in their lives.	X	X		X X						X	X				X X X				X X				X X										
D.4 Assist individuals and the family to develop communication skills to help them cope with conflicts and disagreements.	X	X		X X						X	X				X X X				X X	X X	X X	X X	X X										
D.5 Fulfill needs of family members as they assume their changing roles and responsibilities.	X	X		X X						X	X				X X X				X X				X							X			
D.6 Understand the personal and socio-economic impact of marriage, parenthood, and the dissolution of marriage including death.	X	X		X X						X X X	X X X				X X X				X X				X X										
D.7 Use and contribute to community services that are available to help individuals and families.	X X X				X X					X X					X X								X X										
D.8 Develop an awareness of the contributions and special problems of the aged to families and the community.	X X X				X			X		X X X					X X X				X X X	X X X	X X X	X X X											
D.9 Develop an awareness of the special needs of some family members (e.g., gifted, learning disabled, physically, emotionally or culturally handicapped).	X X X				X			X		X X	X				X X						X X X X												

ESSENTIAL LIVING SKILLS/PUPIL PROFICIENCIES MATRIX

(A partial listing of pupil proficiencies currently being assessed in California)

Summarized from **Proficiency Assessment in California — 1980 Status Report on Implementation of California's Pupil Proficiency Law**

(PUPIL PROFICIENCIES)

ESSENTIAL LIVING SKILLS FOOD AND NUTRITION		READING SKILLS														WRITING SKILLS											COMPUTATION SKILLS							
		1. Reading comprehension	2. Study skills, reference materials	3. Vocabulary	4. Following directions	5. Finding the main idea	6. Reading for detail	7. Following sequences	8. Forms	9. Fact/Opinion	10. Maps and graphic information	11. Spelling	12. Signs and schedules	13. Newspaper articles	14. Letters	1. Writing samples	2. Spelling	3. Punctuation	4. Form completion	5. Envelopes and letters	6. Grammar	7. Usage	8. Oral expression	9. Listening skills	10. Vocabulary	11. Use of outlines	1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals	2. Measurements	3. Percentages	4. Money	5. Graphs, tables, charts and maps	6. Consumer math problems	7. Time and wage problems	8. Metrics
E.1	Develop goal selection and decision-making skills and relate these principles to food choices.	X		X	X		X	X				X				X	X	X		X	X				X	X								
E.2	Understand basic concepts of nutrition and recognize valid nutrition information.	X	X	X			X			X		X	X			X	X	X		X	X				X	X	X				X			
E.3	Conserve resources when planning and preparing food.	X		X						X	X					X	X								X	X	X			X	X	X		
E.4	Plan, prepare, and serve attractive and tasty meals based on basic concepts of nutrition.	X	X	X		X	X			X		X	X			X	X								X	X	X	X			X	X	X	
E.5	Identify essential equipment and appliances and use to best advantage.	X		X	X		X	X				X				X	X								X	X	X				X	X		
E.6	Organize safe, sanitary, and efficient kitchens for the storage and preparation of food.	X		X	X		X	X			X	X				X	X								X	X					X			
E.7	Compare cost, quality, and nutritional value when buying food.	X		X			X			X		X				X	X								X	X	X					X		
E.8	Preserve and store foods.	X		X	X		X	X				X		X		X	X								X	X								
E.9	Identify and use resources and agencies that assist consumers.	X	X	X			X					X				X	X								X	X								

ESSENTIAL LIVING SKILLS/PUPIL PROFICIENCIES MATRIX

(A partial listing of pupil proficiencies currently being assessed in California)

Summarized from **Proficiency Assessment in California — 1980 Status Report on Implementation of California's Pupil Proficiency Law**

(PUPIL PROFICIENCIES)

ESSENTIAL LIVING SKILLS HOUSING AND HOME MANAGEMENT		READING SKILLS														WRITING SKILLS											COMPUTATION SKILLS							
		1. Reading comprehension	2. Study skills reference materials	3. Vocabulary	4. Following directions	5. Finding the main idea	6. Reading for detail	7. Following sequences	8. Forms	9. Fact Opinion	10. Maps and graphic information	11. Spelling	12. Signs and schedules	13. Newspaper articles	14. Letters	1. Writing samples	2. Spelling	3. Punctuation	4. Form completion	5. Envelopes and letters	6. Grammar	7. Usage	8. Oral expression	9. Listening skills	10. Vocabulary	11. Use of outlines	1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals	2. Measurements	3. Percentages	4. Money	5. Graphs, tables, charts and maps	6. Consumer math problems	7. Time and wage problems	8. Metrics
F.1	Develop goal selection and decision-making skills and relate these principles to housing and home management choices.	X	X	X		X	X				X					X	X	X		X	X			X	X									
F.2	Conserve resources in the home whenever possible.	X	X		X	X				X	X		X			X	X							X	X		X	X			X	X		
F.3	Work to improve neighborhood and the community.	X	X		X	X	X				X		X			X	X							X	X									
F.4	Develop an awareness of the special housing needs of some family members (e.g., children, aged, physically or emotionally handicapped).	X		X	X		X	X			X					X	X	X						X			X	X			X			
F.5	Develop an awareness of "personal space" needs of individuals and families.	X	X			X					X					X	X							X	X		X	X			X			
F.6	Select appropriate and affordable home furnishings.	X	X	X		X	X				X					X	X						X	X	X	X		X	X		X	X		
F.7	Promote and maintain a clean, orderly, safe, and aesthetically desirable environment.	X		X	X	X					X					X	X						X	X	X	X		X	X			X		
F.8	Choose suitable housing from the available alternatives.	X	X			X	X				X		X			X	X	X					X	X	X	X		X		X	X	X		

ESSENTIAL LIVING SKILLS/PUPIL PROFICIENCIES MATRIX

(A partial listing of pupil proficiencies currently being assessed in California)

Summarized from **Proficiency Assessment in California -- 1980 Status Report on Implementation of California's Pupil Proficiency Law**

(PUPIL PROFICIENCIES)

ESSENTIAL LIVING SKILLS LEADERSHIP DEVELOPMENT		READING SKILLS														WRITING SKILLS											COMPUTATION SKILLS							
		1. Reading comprehension	2. Study skills: reference materials	3. Vocabulary	4. Following directions	5. Finding the main idea	6. Reading for detail	7. Following sequences	8. Forms	9. Fact/Opinion	10. Maps and graphic information	11. Spelling	12. Signs and schedules	13. Newspaper articles	14. Letters	1. Writing samples	2. Spelling	3. Punctuation	4. Form completion	5. Envelopes and letters	6. Grammar	7. Usage	8. Oral expression	9. Listening skills	10. Vocabulary	11. Use of outlines	1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals	2. Measurements	3. Percentages	4. Money	5. Graphs, tables, charts and maps	6. Consumer math problems	7. Time and wage problems	8. Metrics
G.1	Develop goal selection and decision-making skills and relate these principles to leadership development.	X		X	X		X	X			X				X	X	X			X	X			X	X									
G.2	Develop and demonstrate leadership skills.	X		X	X		X				X				X	X						X	X	X	X									
G.3	Demonstrate good sportsmanship and citizenship when interacting with others in group and competitive situations.	X		X			X				X				X	X								X	X									
G.4	Develop personal interaction skills.	X		X	X		X	X			X		X		X	X		X		X		X	X	X	X		X	X	X					
G.5	Reinforce a positive self concept in membership and leadership roles.	X		X	X		X	X			X				X	X						X	X	X		X								
G.6	Develop the ability to plan, organize, and conduct an activity, project, or meeting.	X		X	X		X	X			X		X		X	X	X	X	X	X	X	X	X	X	X	X	X		X				X	
G.7	Develop an awareness of and participate in community projects.	X	X	X	X		X				X				X	X	X							X	X									
G.8	Develop communication skills in working with individuals, small and large groups, and the community.	X		X	X		X	X			X				X	X	X	X		X	X	X	X	X	X									
G.9	Expand knowledge about home economics related occupations and career opportunities.	X	X	X	X		X	X		X	X	X	X	X		X	X	X				X	X	X	X	X	X							X

A. CHILD DEVELOPMENT AND GUIDANCE

- A.1 Develop goal selection and decision-making skills and relate these principles to child development and guidance.
- A.2 Help a child develop confidence in himself or herself.
- A.3 Provide children with various role models.
- A.4 Provide the emotional support necessary to help a child feel secure.
- A.5 Guide children's behavior and set limits appropriate to their age.
- A.6 Provide experiences and opportunities that will allow a child to develop to his or her fullest potential.
- A.7 Help a child express himself or herself creatively.
- A.8 Help a child learn to do things for himself or herself.
- A.9 Provide appropriate play materials and activities for the various age levels.
- A.10 Promote good health standards for children.
- A.11 Help children cope with changes in the family.
- A.12 Develop an awareness of children who have exceptional needs (e.g., gifted, learning disabled, emotionally or physically handicapped).
- A.13 Develop an awareness of children who have social, cultural, and/or language differences.
- A.14 Provide experiences that promote the value of work and working.

- A.1 DEVELOP GOAL SELECTION AND DECISION-MAKING SKILLS AND RELATE THESE PRINCIPLES TO CHILD DEVELOPMENT AND GUIDANCE.
- A.1.1 Define values, goals, needs, and wants, and identify one's own values as well as one's long- and short-term goals.
 - A.1.2 Discuss how one's values and goals are influenced by one's self-concept, other family members, significant peers, cultural background, society, mass media, and economic background.
 - A.1.3 Discuss the relationships of values and goals in the decision-making process.
 - A.1.4 List and examine restraints that may keep individuals and families from achieving goals.
 - A.1.5 Give examples of short- and long-term goals and explain how one might affect the other.
 - A.1.6 Define and discuss consequences and/or trade-offs as they relate to decision making.
 - A.1.7 List and describe the sequence of steps involved in developing decision-making skills, including identifying and acknowledging the problem, facts, feelings, obstacles, and consequences of alternatives; making a plan and following it; evaluating the plan; and reassessing the problem.
 - A.1.8 Give examples of child guidance situations in which one could apply decision-making skills and describe the effects and consequences of different decisions on individuals, families, small and large groups, and the community.
 - A.1.9 Describe ways in which personal, family, and community resources can be used to extend opportunities for achieving goals.
 - A.1.10 Apply the decision-making process to a variety of child development and guidance situations.

A.2 HELP A CHILD DEVELOP CONFIDENCE IN HIMSELF OR HERSELF.

- A.2.1 List and describe verbal and nonverbal communication techniques that would affect a child's feelings of self-worth.
- A.2.2 List and describe positive versus negative reinforcement techniques that would affect a child's feelings of self-worth.
- A.2.3 Use a verbal and a nonverbal communication technique with a child; describe the use of the techniques and assess the effects of their use on the child.
- A.2.4 Use a positive reinforcement technique with a child; describe the use of the technique and assess the effects of its use on the child.
- A.2.5 Identify defense mechanisms and self-protection strategies used by children.
- A.2.6 Observe a child using a defense mechanism and/or self-protection strategy; describe the use of the strategy and how it may relate to the child's sense of self-worth.

A.3 PROVIDE CHILDREN WITH VARIOUS ROLE MODELS.

- A.3.1 Describe how role models seen every day (parents, family members, peers, mass media) affect role development in the child.
- A.3.2 Describe the physiological characteristics of males and females and how these characteristics relate to their social and psychological development.
- A.3.3 Analyze the bias and stereotypes portrayed by literature, mass media, models, and cultural influences on sex role development; and critique how these could influence sex role development in children.

A.4 PROVIDE THE EMOTIONAL SUPPORT NECESSARY TO HELP A CHILD FEEL SECURE.

- A.4.1 List and describe factors such as consistency, love and affection, positive reinforcement, recognition, and belonging that contribute to a child's sense of security.
- A.4.2 Discuss bonding and its effects on both the child and the parents.
- A.4.3 Explain how birth order, the nuclear family, the extended family, and the single parent family influence the development of a child's sense of security.
- A.4.4 List alternatives for care of the child (e.g., babysitting, co-op nursery school, day care, preschools) and discuss the advantages, disadvantages, and overall effect of each option on the child's sense of security.
- A.4.5 Prepare a checklist of factors to consider when choosing caregivers and sites.

BEST COPY AVAILABLE

A.5 GUIDE CHILDREN'S BEHAVIOR AND SET LIMITS APPROPRIATE TO THEIR AGE.

- A.5.1 Describe and compare various approaches to child guidance (e.g., permissive, authoritarian, laissez-faire, consistency).
- A.5.2 Explain how the selection of a guidance approach may be affected by one's values and past experiences.
- A.5.3 Compare the effectiveness of various methods of child discipline (e.g., positive vs. negative reinforcement).
- A.5.4 Differentiate between punishment and abuse and describe how discipline sometimes does lead to abuse.
- A.5.5 Develop an understanding of the relationship of child abuse to a family history of child abuse.
- A.5.6 Give examples of child guidance methods that would be appropriate for the various stages of development (e.g., distraction, redirection, consistency of methods, removal from group, withdrawal of privileges, allocating responsibility).
- A.5.7 Practice child guidance techniques in a laboratory setting (e.g., active participation in preschool, kindergarten, and so on).

A.6 PROVIDE EXPERIENCES AND OPPORTUNITIES THAT WILL ALLOW A CHILD TO DEVELOP TO HIS OR HER FULLEST POTENTIAL.

- A.6.1 Describe the developmental stages of the life cycle.
- A.6.2 For each stage of development, list the basic needs of the child, including love, belonging, and recognition.
- A.6.3 Observe physical, social, intellectual, emotional/psychological development of a child at various developmental stages and discuss how behavior observed matches developmental growth theories.
- A.6.4 Demonstrate use of communication techniques that are supportive, including reflective listening, "I" messages, natural logical consequences, and ego analysis.
- A.6.5 Identify typical stereotyping practices and describe how these restrict the development of the child's full potential.
- A.6.6 List types of activities that motivate the social, physical, emotional/psychological growth of the child.
- A.6.7 Describe supervision techniques that help direct a child's activities in a positive manner.
- A.6.8 Discuss how physical growth, including growth of the brain, relates to learning readiness.
- A.6.9 Explain and give examples of the relationship between cerebral hemisphere (right and left brain) and learning, creativity, and culture.
- A.6.10 Discuss prenatal and postnatal care, including research on personal health habits that indicate adverse effects on fetal development.

A.7 HELP A CHILD EXPRESS HIMSELF OR HERSELF CREATIVELY.

- A.7.1 Explain what influences creativity and how it can be developed in children.
- A.7.2 Describe positive and negative influences on a child's creative aptitudes and abilities (e.g., role models in home and away from home, opportunities for creative expression, cultural values).
- A.7.3 Examine and describe creative activities suitable for children at various stages of development.
- A.7.4 Select a creative activity and use it with a child or group of children and evaluate its effectiveness in terms of appropriateness to developmental stage, enthusiasm and participation of the child.
- A.7.5 Explain the relationship between creativity and the total development of the child.

A.8 HELP A CHILD LEARN TO DO THINGS FOR HIMSELF OR HERSELF.

- A.8.1 Review and discuss learning theories related to areas of physical, social, intellectual, and emotional/psychological development.
- A.8.2 Examine and discuss dependence, independence, and interdependence and how these traits influence a child's ability to do things for himself or herself.
- A.8.3 Identify characteristics of the independent child and plan activities (real or simulated) that will help the child function independently.

A.9 PROVIDE APPROPRIATE PLAY MATERIALS AND ACTIVITIES FOR THE VARIOUS AGE LEVELS.

- A.9.1 Evaluate toys and other play materials for appropriateness to type of skills and/or knowledge at various developmental stages.
- A.9.2 Describe how media influences one's perception of the child's needs in relation to play materials.
- A.9.3 Discuss the type of considerations that should be reviewed when purchasing toys.
- A.9.4 List and discuss activities that do not require equipment or materials but call on the child's imagination.
- A.9.5 Make a toy or plan a play activity that is appropriate for a given developmental stage.

A.10 PROMOTE GOOD HEALTH STANDARDS FOR CHILDREN.

- A.10.1 Identify signs of common illnesses and potential accidents.
- A.10.2 Describe ways to prevent common illnesses and potential accidents.
- A.10.3 Describe the influence of positive role models in relationship to good hygiene and grooming practices.
- A.10.4 Develop an ideal health plan that promotes good physical and emotional health at all developmental stages (e.g., regular visits to doctors and dentists, immunizations, keeping of health records, diet, exercise, documenting family medical history).
- A.10.5 Explain ways in which food habits are developed.
- A.10.6 Describe differences between good and poor eating habits.
- A.10.7 List and explain techniques that can be used to affect the eating habits of children.
- A.10.8 Plan and prepare meals that meet nutritional needs of children at various stages of development.

A.11 HELP CHILDREN COPE WITH CHANGES IN THE FAMILY.

- A.11.1 List situations that the child might interpret as threatening (e.g., new siblings, moving, death, starting school, divorce, remarriage, separation from parents, and so on) and discuss ways in which one might help a child cope with each.
- A.11.2 List community and self-help resources that assist individuals and families.
- A.11.3 Plan and implement activities that help children learn coping techniques.

- A.12 DEVELOP AN AWARENESS OF CHILDREN WHO HAVE EXCEPTIONAL NEEDS (E.G., GIFTED, LEARNING DISABLED, PHYSICALLY OR EMOTIONALLY HANDICAPPED).
- A.12.1 Discuss needs that are common to all children and those that might be unique to the exceptional child.
 - A.12.2 Describe ways in which child guidance techniques may have to be adapted to meet the needs of exceptional children.
 - A.12.3 Describe how one's attitudes towards the exceptional child are influenced by one's own self-concept, mass media, one's family and culture, society, and significant peers.
 - A.12.4 Describe coping strategies that can help individuals or families who care for children with exceptional needs.
 - A.12.5 List and describe the services of agencies and programs that are available to and for the exceptional child (e.g., GATE, Special Olympics, and so on).

A.13 DEVELOP AN AWARENESS OF CHILDREN WHO HAVE SOCIAL, CULTURAL, AND/OR LANGUAGE DIFFERENCES.

- A.13.1 Describe situations that a child with cultural or language differences might find threatening, and discuss ways in which one might alleviate or lessen the negative impact of these situations.
- A.13.2 Plan and implement activities for children to show the positive aspects of a variety of cultures.
- A.13.3 Discuss the concept that all people are the same, as well as different, and that being different is okay.
- A.13.4 Discuss ways in which child guidance techniques might be adapted to meet the needs of children with varying social and/or cultural backgrounds.

A.14 PROVIDE EXPERIENCES THAT PROMOTE THE VALUE OF WORK AND WORKING.

- A.14.1 List and describe techniques that encourage children to value work.
- A.14.2 Discuss how models affect the development of a "work ethic" in children.
- A.14.3 Provide experiences for children that will make them aware of a variety of jobs and occupations.
- A.14.4 Describe advantages and disadvantages of various ways in which children can be rewarded for working.
- A.14.5 Describe stereotyping practices as they relate to work and working and explain how these practices may bring about negative attitudes in children toward work.
- A.14.6 Identify and implement activities that encourage the child to develop concepts concerning work and working.

B. CLOTHING AND TEXTILES

- B.1 Develop goal selection and decision-making skills and relate these principles to clothing and textiles.
- B.2 Repair, alter, and remodel clothing and household textiles for the family.
- B.3 Evaluate and select clothing and textiles that meet social, physical, and psychological needs of individuals and the family.
- B.4 Use information on labels, hang-tags, and in advertising to evaluate quality and choice based on use and care when buying clothing and textiles.
- B.5 Help individuals with special needs utilize personal skills or community resources to select and modify clothing and textiles.
- B.6 Plan clothing and textile budgets to meet individual and family needs.
- B.7 Care for clothing and textiles.
- B.8 Construct clothing and household textile items.

B.1 DEVELOP GOAL SELECTION AND DECISION-MAKING SKILLS AND RELATE THESE PRINCIPLES TO CLOTHING AND TEXTILES.

- B.1.1 Define values, goals, needs, and wants, and identify one's own values as well as one's long- and short-term goals.
- B.1.2 Discuss how one's values and goals are influenced by one's self-concept, other family members, significant peers, cultural background, society, mass media, and economic background.
- B.1.3 Discuss the relationships of values and goals in the decision-making process.
- B.1.4 List and examine restraints that may keep individuals and families from achieving goals.
- B.1.5 Give examples of short- and long-term goals and explain how one might affect the other.
- B.1.6 Define and discuss consequences or trade-offs as they relate to decision making.
- B.1.7 List and describe the sequence of steps involved in developing decision-making skills, including identifying and acknowledging the problem, facts, feelings, obstacles, and consequences of alternatives; making a plan and following it; evaluating the plan; and reassessing the problem.
- B.1.8 Give examples of clothing and textile situations in which one could apply decision-making skills and describe the effects and consequences of different decisions on individuals, families, small and large groups, and the community.
- B.1.9 Describe ways in which personal, family, and community resources can be used to extend opportunities for achieving goals.
- B.1.10 Apply the decision-making process to a variety of clothing and textile situations.
- B.1.11 Discuss the role of the fashion industry in expanding or restricting personal clothing and textile choices.
- B.1.12 List and describe the relationship between energy conservation and clothing choices.

B.2 REPAIR, ALTER, AND REMODEL CLOTHING AND HOUSEHOLD TEXTILES FOR THE FAMILY.

- B.2.1 Demonstrate the threading and operation of a sewing machine.
- B.2.2 Perform simple sewing and mending techniques using a needle and/or sewing machine.
- B.2.3 List examples of ways in which old clothing and/or household textiles can be repaired or recycled.
- B.2.4 Perform simple clothing and textile repairs including sewing on buttons, patching, fixing hems, restitching seams, and repairing tears.
- B.2.5 Recycle or alter a clothing or household textile item.
- B.2.6 Exhibit pride in quality of work.

- B.3 EVALUATE AND SELECT CLOTHING AND TEXTILES THAT MEET SOCIAL, PHYSICAL, AND PSYCHOLOGICAL NEEDS OF INDIVIDUALS AND THE FAMILY.
- B.3.1 List and describe personal needs met by clothing and textiles (e.g., protection, acceptance, comfort, expression) and explain the types of clothing and textiles that address each of these needs.
 - B.3.2 Demonstrate the ability to select clothing that flatters one's body type, coloring, and personality.
 - B.3.3 Explain the relationships between self-concept and one's perceived clothing and textile needs.
 - B.3.4 Discuss how fads influence and perhaps restrict personal choices.
 - B.3.5 Describe how one develops a concept of appropriate and inappropriate dress and explain ways in which people can express their individuality and still dress appropriately.
 - B.3.6 Explain how clothing and textiles can contribute to good health and how some types of clothing and textiles may be irritating to some people.
 - B.3.7 List types of activities that may require special clothing and describe characteristics of clothing that would be appropriate for each type of activity.
 - B.3.8 List types of apparel and textile products that will provide safety, protection, and comfort to individuals in different occupations and stages of the life cycle.
 - B.3.9 Plan clothing purchases for a hypothetical family and justify purchases in terms of costs, family activities, care of clothing, and so on.

B.4 USE INFORMATION ON LABELS, HANG-TAGS, AND IN ADVERTISING TO EVALUATE QUALITY WHEN BUYING CLOTHING AND TEXTILES

- B.4.1 Define terms frequently found on clothing labels and hang-tags.
- B.4.2 Differentiate between information found on clothing labels that is reliable and that which tends to be unreliable as a guide to the consumer.
- B.4.3 Analyze clothing advertisements in order to identify information that assists one in making knowledgeable choices and that which tends to appeal merely to one's emotions.
- B.4.4 Identify the most common types of fibers, fabric construction, and fabric finishes, and describe how each will perform as to durability, ease of care, cost, appearance, and comfort.
- B.4.5 Describe construction techniques that are indicators of a quality garment.
- B.4.6 Identify local sources and evaluate services of discount stores, specialty shops, department stores, and mail-order houses in terms of clothing and textile costs, convenience, and customer satisfaction.
- B.4.7 Explain rights and responsibilities of manufacturers, retailers, and consumers of clothing and textile products.
- B.4.8 List and practice procedures for communicating effectively with retailers and manufacturers in order to obtain redress for unsatisfactory purchases.

- B.5 HELP INDIVIDUALS WITH SPECIAL NEEDS UTILIZE PERSONAL SKILLS OR COMMUNITY RESOURCES TO SELECT AND MODIFY CLOTHING AND TEXTILES.
- B.5.1 List and explain factors that influence clothing needs.
 - B.5.2 Describe unique clothing needs of each of the following groups: infants, toddlers, small children, teenagers, aged, physically handicapped, and mentally handicapped.
 - B.5.3 Demonstrate techniques for modifying garments to fit family members with special needs.
 - B.5.4 Demonstrate the ability to plan and select a wardrobe for individuals with special needs.
 - B.5.5 Compare various fibers and fabric construction methods to determine those which best suit individuals with special needs.
 - B.5.6 List and describe the services of agencies that provide clothing information to or for individuals with special needs (e.g., Center for Independent Living, Orientation Center for the Blind).

B.6 PLAN CLOTHING AND TEXTILE BUDGETS TO MEET INDIVIDUAL AND FAMILY NEEDS.

- B.6.1 Evaluate family clothing needs and wants during various stages of the family life cycle.
- B.6.2 Discuss ways in which one could provide opportunities for all family members to provide input into clothing and textile budget.
- B.6.3 Inventory existing wardrobe to determine future clothing needs.
- B.6.4 Examine available resources (time, energy, money, skills) to determine clothing and textile budgets.
- B.6.5 List factors (occasion, amount of use, care, budget) that should be considered when planning clothing purchases.
- B.6.6 Illustrate methods for expanding one's clothing budget through effective planning and shopping techniques (wardrobe coordination, investment items, and so on).

B.7 CARE FOR CLOTHING AND TEXTILES.

- B.7.1 Examine the role of family members in assuming responsibility for the care of clothing (e.g., who does what, when, why).
- B.7.2 Examine available clothing care alternatives such as home laundry, laundromat, professional laundry, professional dry-cleaners, or laundry service, and compare time, energy, and cost of each.
- B.7.3 Discuss advantages and disadvantages of having garments dry-cleaned.
- B.7.4 List types of products best suited for certain laundry jobs.
- B.7.5 Discuss the effects (e.g., allergies) of laundry products on some individuals.
- B.7.6 Practice clothing care procedures, including sorting, pretreating, hand washing, using home and commercial laundry equipment, and ironing, to determine the most efficient method for each procedure.
- B.7.7 Describe the effects of various methods of caring for clothing and household textiles on energy and resource conservation.

B.8 CONSTRUCT CLOTHING AND HOUSEHOLD TEXTILE ITEMS.

- B.8.1 Discuss making versus buying clothing and textiles in terms of time, energy, cost, creative satisfaction, and quality.
- B.8.2 Define and explain common sewing terms.
- B.8.3 Describe the procedures for the selection, care, and use of sewing equipment.
- B.8.4 Demonstrate the threading and operation of a sewing machine.
- B.8.5 Read a pattern instruction guide.
- B.8.6 Perform common pattern alteration techniques.
- B.8.7 Perform sewing techniques using a needle and/or sewing machine.
- B.8.8 Exhibit pride in quality of work.
- B.8.9 Construct a garment and/or household textile item.

C. CONSUMER EDUCATION

- C.1 Develop goal selection and decision-making skills and relate these principles to consumer choices.
- C.2 Evaluate choices and decisions regarding work, in terms of projected income, life-style, and family goals and needs.
- C.3 Plan purchases by using all available resources such as, advertising, periodicals, labels, hang-tags, warranties, and so on.
- C.4 Plan spending according to family values, needs, and income.
- C.5 Apply information about types, costs, and appropriate use of credit.
- C.6 Use information about banking services.
- C.7 Demonstrate a knowledge of consumer rights and responsibilities in the marketplace.
- C.8 Plan for economic security through savings, insurance, investments, retirement plans, and wills.

C.1 DEVELOP GOAL SELECTION AND DECISION-MAKING SKILLS AND RELATE THESE PRINCIPLES TO CONSUMER CHOICES.

- C.1.1 Define values, goals, needs, and wants, and identify one's own values as well as one's long- and short-term goals.
- C.1.2 Discuss how one's values and goals are influenced by one's self-concept, other family members, significant peers, cultural background, society, mass media, and economic background.
- C.1.3 Discuss the relationships of values and goals in the decision-making process.
- C.1.4 List and examine restraints that may keep individuals and families from achieving goals.
- C.1.5 Give examples of short- and long-term goals and explain how one might affect the other.
- C.1.6 Define and discuss consequences and/or trade-offs as they relate to decision making.
- C.1.7 List and describe the sequence of steps involved in developing decision-making skills, including identifying and acknowledging the problem, facts, feelings, obstacles, and consequences of alternatives; making a plan and following it; evaluating the plan; and reassessing the problem.
- C.1.8 Give examples of consumer situations in which one could apply decision-making skills and describe the effects and consequences of different decisions on individuals, families, small and large groups, and the community.
- C.1.9 Describe ways in which personal, family, and community resources can be used to extend opportunities for achieving goals.
- C.1.10 Apply the decision-making process to a variety of consumer situations.

- C.2 EVALUATE CHOICES AND DECISIONS REGARDING WORK, IN TERMS OF PROJECTED INCOME, LIFE-STYLE, AND FAMILY GOALS AND NEEDS.
- C.2.1 Given a desired life-style, research the types of occupations one would have to have to attain the income needed to fulfill that life-style.
 - C.2.2 Examine factors other than occupation that contribute to the attainment of a desired life-style.
 - C.2.3 Interpret the relationship of career choice to attainment of personal satisfaction, values, and desired life-style.
 - C.2.4 In a real or simulated situation, describe individual or family values and goals, and list ways in which one could reach these goals through choices concerning occupation and life-style.
 - C.2.5 Discuss job need projections and the ramifications of these on those planning vocational, technical, or professional training programs.

- C.3 PLAN PURCHASES BY USING ALL AVAILABLE RESOURCES SUCH AS ADVERTISING PERIODICALS, LABELS, HANG-TAGS, WARRANTIES, AND SO ON.
- C.3.1 List and discuss the purposes of advertising.
 - C.3.2 Identify personal needs and values that advertisers appeal to.
 - C.3.3 Give examples of sources of product information which tend to be reliable and those which tend to be unreliable.
 - C.3.4 Differentiate between advertising terminology that is helpful to the consumer and that which is deceptive, useless, exaggerated, and so on.
 - C.3.5 Discuss various sales techniques, legitimate as well as intimidating, and give examples of ways the consumer can use knowledge of these techniques to get the best buys.
 - C.3.6 Give examples of reliable and nonreliable sources of product information (e.g., advertising, labels and hang-tags, consumer guides, government agencies, private testing agencies, and so on).
 - C.3.7 Prepare a list of questions to ask yourself and/or the sales person about planned purchases (e.g., availability of service, warranties or guarantees, energy costs, hidden costs, return policies, methods of payment, available features and costs, environmental ramifications, satisfaction potential in relation to dollars spent).
 - C.3.8 Examine advantages and disadvantages of various types of retail and wholesale outlets that are available to the consumer (e.g., co-ops, retail stores, factory outlets, super markets, convenience marts, auctions, yard sales, used clothing stores, discount houses, catalogue sales).
 - C.3.9 Evaluate consumer periodicals as a source of product information.
 - C.3.10 Read and report on a product evaluated in a consumer periodical.

C.4 PLAN SPENDING ACCORDING TO FAMILY VALUES, NEEDS, AND INCOME.

- C.4.1 Differentiate between needs and wants in relation to spending plans.
- C.4.2 Evaluate possible spending and saving goals in regard to being environmentally positive or negative, infringing on the rights of others, satisfaction potential in relation to costs, effect on community and/or society.
- C.4.3 Explore resources other than money that can increase one's real income (e.g., time, energy, talents, community services, barter system).
- C.4.4 Plan spending for basic needs such as food, clothing, shelter, health, energy, and transportation according to individual and family values, needs and income.
- C.4.5 Discuss reasons for the need for regular review and updating of individual and family financial plans.
- C.4.6 Evaluate several types of systems for recording and spending income, paying bills, and filing receipts (e.g., informal, double entry bookkeeping, computer, and so on).
- C.4.7 Differentiate between net and gross income.
- C.4.8 Read and interpret a wage statement.
- C.4.9 Fill out 1040 A and 540 A income tax forms.
- C.4.10 Describe personal and family situations that can lead to money problems.
- C.4.11 Explore the relationships between insurance, savings, and investments, and personal values.

C.5 APPLY INFORMATION ABOUT TYPES, COSTS, AND APPROPRIATE USES OF CREDIT.

- C.5.1 List and discuss advantages and disadvantages of using and overusing credit.
- C.5.2 List steps involved in establishing a personal credit rating.
- C.5.3 Identify sources of credit and the advantages and disadvantages of each (e.g., commercial banks, savings and loan associations, credit unions, thrift institutions, pawn shops, credit cards, family and friends, loan sharks, and so on).
- C.5.4 List and compare advantages and disadvantages of different types of credit, such as revolving charge accounts, 30-day charge accounts, 90-day charge accounts, and bank loans.
- C.5.5 Compute and compare differences in actual costs of products and services whether paying cash or whether using some type of credit or barter system.
- C.5.6 Describe procedures and management of a barter system as a means of credit.
- C.5.7 Describe the ramifications of losing a credit card and list the procedures one must follow to cancel the old card and get a new one.
- C.5.8 Identify private and public agencies that provide financial counseling.
- C.5.9 List and describe the provisions of consumer laws and regulations that protect the consumer (Fair Credit Reporting Act, Equal Credit Opportunity Act, Bankruptcy Laws, Truth in Lending Act, Repossession Laws).

C.6 USE INFORMATION ABOUT BANKING SERVICES.

- C.6.1 List and discuss reasons people use banking services.
- C.6.2 List and discuss reasons people choose not to use banking services.
- C.6.3 Define commonly used banking terms.
- C.6.4 Identify and compare services offered by banking institutions such as commercial banks, savings and loan associations, and credit unions.
- C.6.5 List the steps involved in securing and practice the use of typical bank services, such as checking accounts, savings accounts, safe deposit boxes, bank loans, money orders, and automated tellers.
- C.6.6 List and discuss procedures for the wise use of a checking account (e.g., rules for filling out deposit slips, writing checks, balancing checkbook records, reconciling bank statements).
- C.6.7 List advantages and disadvantages of different methods of computing interest.
- C.6.8 Practice different methods of computing interest.

C.7 DEMONSTRATE A KNOWLEDGE OF CONSUMER RIGHTS AND RESPONSIBILITIES IN THE MARKETPLACE.

- C.7.1 List and discuss rights and corresponding responsibilities of consumers.
- C.7.2 List and describe provisions of consumer protection laws such as Truth in Lending Act, Fair Credit Reporting Act, Equal Credit Opportunity Act, Bankruptcy Laws, Implied Warranty Laws, Three-Day Cooling Off Law, Unordered Merchandise Law, Automobile Repair Law, and Junk Mail Laws.
- C.7.3 List and describe services of consumer protection agencies, including Federal Trade Commission, Consumer Affairs Department, Food and Drug Administration, Product Safety Commission, Small Claims Court, Better Business Bureau, Government Licensing Agencies, and other local agencies.
- C.7.4 List, explain, and practice consumer redress procedures in solving consumer problems.
- C.7.5 Demonstrate the ability to write a letter of complaint about an unsatisfactory product or service.

C.8 PLAN FOR ECONOMIC SECURITY THROUGH SAVINGS, INSURANCE, INVESTMENTS, RETIREMENT PLANS, AND WILLS.

- C.8.1 List reasons for planning for economic security.
- C.8.2 List financial needs of the family that should be met before investments are considered (e.g., steady income, insurance, savings to cover emergencies).
- C.8.3 Differentiate between savings and investments.
- C.8.4 List advantages and disadvantages (growth, income, safety, liquidity) of various types of investments and determine which best meet the needs of a given family.
- C.8.5 Identify changing insurance needs (auto, health, life, and so on) at the various stages of the life cycle.
- C.8.6 Define common terms used on insurance policies.
- C.8.7 List and compare various types of insurance policies and coverages available for price, terms, services, and collection methods.
- C.8.8 Become familiar with state laws as they relate to disposition of property, custody of minor children, and funeral arrangements.
- C.8.9 List and explain reasons people do not have wills (e.g., fear of death, aversion to discussion of unpleasantness, lack of knowledge of consequences of dying intestate).
- C.8.10 Examine advantages and disadvantages of "do it yourself" wills and attorney prepared wills.
- C.8.11 Examine special economic needs of retirement and compare various types of retirement plans such as Social Security, group plans, individual plans, and IRA's.

D. FAMILY LIVING AND PARENTHOOD EDUCATION

- D.1 Develop goal selection and decision-making skills and relate these principles to family life and parenting.
- D.2 Understand the significance and functions of family roles and responsibilities.
- D.3 Help individuals and the family cope with pressures and crises in their lives.
- D.4 Assist individuals and the family to develop communication skills to help them cope with conflicts and disagreements.
- D.5 Fulfill needs of family members as they assume their changing roles and responsibilities.
- D.6 Understand the personal and socioeconomic impact of marriage, parenthood, and the dissolution of marriage, including death.
- D.7 Use and contribute to community services that are available to help individuals and families.
- D.8 Develop an awareness of the contributions and special problems of the aged to families and the community.
- D.9 Develop an awareness of the special needs of some family members (e.g., gifted, learning disabled, physically, emotionally, or culturally handicapped).

- D.1 DEVELOP GOAL SELECTION AND DECISION-MAKING SKILLS AND RELATE THESE PRINCIPLES TO FAMILY LIVING AND PARENTHOOD EDUCATION.
- D.1.1 Define values, goals, needs, and wants, and identify one's own values as well as one's long- and short-term goals.
 - D.1.2 Discuss how one's values and goals are influenced by one's self-concept, other family members, significant peers, cultural background, society, mass media, and economic background.
 - D.1.3 Discuss the relationships of values and goals in the decision-making process.
 - D.1.4 List and examine restraints that may keep individuals and families from achieving goals.
 - D.1.5 Give examples of short- and long-term goals and explain how one might affect the other.
 - D.1.6 Define and discuss consequences and/or trade-offs as they relate to decision making.
 - D.1.7 List and describe the sequence of steps involved in developing decision-making skills, including identifying and acknowledging the problem, facts, feelings, obstacles, and consequences of alternatives; making a plan and following it; evaluating the plan; and reassessing the problem.
 - D.1.8 Give examples of family living and parenting situations in which one could apply decision-making skills and describe the effects and consequences of different decisions on individuals, families, small and large groups, and the community.
 - D.1.9 Describe ways in which personal, family, and community resources can be used to extend opportunities for achieving goals.
 - D.1.10 Apply the decision-making process to a variety of family living and parenting situations.

D.2 UNDERSTAND THE SIGNIFICANCE AND FUNCTIONS OF FAMILY ROLES AND RESPONSIBILITIES.

- D.2.1 List and describe the functions and responsibilities of families.
- D.2.2 Describe ways in which family members can be encouraged to become involved in family functions and responsibilities.
- D.2.3 Review and describe freedom of choice and responsibilities as they apply to individuals and families.
- D.2.4 Describe needs of family members during different stages of the family life cycle and suggest ways in which all family members can assist in meeting those needs.
- D.2.5 Describe problems unique to special family situations that may include adoptive children, foster children, extended family, handicapped family members, and family members of different cultures.
- D.2.6 Compare differences and similarities between American families with diverse cultural and geographical backgrounds.
- D.2.7 Describe the importance of the service and financial contributions of homemakers to their families and the economy.
- D.2.8 Research and describe functions of the family of the future.

- D.3 HELP INDIVIDUALS AND THE FAMILY COPE WITH PRESSURES AND CRISES IN THEIR LIVES.
- D.3.1 List and describe situations in everyday life that are tension producing.
 - D.3.2 List and describe common tensions and pressures families must learn to cope with, including stress, change, deadlines, rules, and burnout.
 - D.3.3 Identify types of problems that may occur during different stages of the family life cycle which might be considered potential crisis situations, such as alcoholism, illness, injury, retirement, unemployment, divorce, violence, death, drug abuse, physical and emotional handicaps, and the birth and care of children.
 - D.3.4 Examine underlying reasons for one's reaction to certain situations as being tension producing.
 - D.3.5 Identify and analyze ways individuals handle crises and pressures.
 - D.3.6 Describe the physical and psychological effects on the body if tension and pressure are not handled effectively.
 - D.3.7 List methods of identifying tension and pressure in yourself and other people.
 - D.3.8 Discuss how an individual's stress and tensions affect others at home, work, and in the community.
 - D.3.9 Select a potential crisis situation and apply the decision-making process to solve the problem; analyze the effectiveness of the process.

- D.4 ASSIST INDIVIDUALS AND THE FAMILY TO DEVELOP COMMUNICATION SKILLS TO HELP THEM COPE WITH CONFLICTS AND DISAGREEMENTS.
- D.4.1 List and describe barriers to effective communication.
 - D.4.2 Describe ways in which families can provide times and places that are conducive to effective communication.
 - D.4.3 Demonstrate use of communication techniques that are supportive, including reflective listening, "I" messages, and so on.
 - D.4.4 Practice listening skills (e.g., make no value judgements, provide support, let other person make decisions).
 - D.4.5 Describe the role of family counseling in the development of effective communication techniques.
 - D.4.6 Define conflict and describe how it is a normal emotion.
 - D.4.7 List and describe types of conflict and/or disagreements that one may have at home, in the neighborhood, at work, in school, and so on.
 - D.4.8 Research and describe various theories of behavior to explain methods of handling conflict.
 - D.4.9 Give examples of effective methods of coping with conflict.

D.5 FULFILL NEEDS OF FAMILY MEMBERS AS THEY ASSUME THEIR CHANGING ROLES AND RESPONSIBILITIES.

- D.5.1 Analyze causes of social change and describe some of the ways in which social change affects families.
- D.5.2 Write a brief critique on the accelerated rate of social change and the implications for the family.
- D.5.3 List and explain ways in which families can adapt to social change.
- D.5.4 Identify factors that affect role development.
- D.5.5 Analyze causes and effects of stereotyping on role development.
- D.5.6 Research and report on historical and sociological changes which have affected male and female roles, life-styles, job choices, and family responsibilities.
- D.5.7 Discuss the many roles and responsibilities of each family member and the importance of assuming responsibility for the caring of one another.
- D.5.8 Explain how changing life-styles influence the allocation of family tasks and responsibilities.
- D.5.9 Define parenting and discuss how attitudes are developed concerning who should assume this role.

- D.6 UNDERSTAND THE PERSONAL AND SOCIOECONOMIC IMPACT OF MARRIAGE, PARENTHOOD, AND THE DISSOLUTION OF MARRIAGE, INCLUDING DEATH.
- D.6.1 Research and report on current legislation and court decisions concerning marital and cohabitation rights.
 - D.6.2 Discuss the economic ramifications of marriage, divorce, surviving spouse, and cohabitation.
 - D.6.3 Discuss the possible effects on individuals and families of dying intestate (without a will).
 - D.6.4 List and discuss the major provisions of state laws as they relate to the disposition of property, custody of minor children, and funeral arrangements.
 - D.6.5 Examine statistics on marriage, divorce, and cohabitation, and discuss the social and economic effects of such trends.
 - D.6.6 Examine qualities of a good parent, including positive self-concept, emotional maturity, ability to control emotions and cope with stress, and ability to make decisions and set realistic goals.
 - D.6.7 List possible crises and solutions that are brought about by parenthood, including financial problems, changes in roles, loss of freedom, fear of being a bad parent, fatigue, jealousy of spouse and/or siblings, changes in allocation of time, energy, and space, interruption of education or career, limitations on social activities, and differences in child rearing philosophies.

- D.7 USE AND CONTRIBUTE TO COMMUNITY SERVICES THAT ARE AVAILABLE TO HELP INDIVIDUALS AND FAMILIES.
- D.7.1 Identify and describe community and "self-help" resources that provide assistance to individuals and families.
 - D.7.2 Explain ways of locating family assistance groups that are available in the community.
 - D.7.3 Give reasons why some families do not use community services, and describe ways in which these services might be made more accessible.
 - D.7.4 Suggest substitutes for the kinship ties of an extended family (e.g., FHA-HERO, Adopt a Grandparent Program, singles clubs, and so on).
 - D.7.5 List and describe the services of citizen protection agencies such as police, fire, sheriff, neighborhood watch, and so on.
 - D.7.6 Develop a "help" card of emergency agencies, phone numbers, and techniques for posting near telephone.

D.8 DEVELOP AN AWARENESS OF THE CONTRIBUTIONS AND SPECIAL PROBLEMS OF THE AGED TO FAMILIES AND THE COMMUNITY.

- D.8.1 List and discuss special needs of the aged and how these needs might be met by family members.
- D.8.2 Describe adjustments that must be made by individuals and families to cope with changes when an aged family member lives within the family home.
- D.8.3 Examine statistics on numbers of each age group in the population and discuss social and economic effects of such trends.
- D.8.4 Research and report on significant contributions made by the aged to communities, business, government, and so on.
- D.8.5 Identify special services for the aged in your community.
- D.8.6 Plan and participate in a community service project that benefits the aged.

- D.9 DEVELOP AN AWARENESS OF THE SPECIAL NEEDS OF FAMILY MEMBERS (E.G., GIFTED, LEARNING DISABLED, PHYSICALLY, EMOTIONALLY, OR CULTURALLY HANDICAPPED).
- D.9.1 Describe how one's attitudes toward those who are "different" are influenced by one's own self-concept, mass media, one's family and culture, society's expectations, and significant peers.
 - D.9.2 Discuss basic needs that are common to all people and those that might be unique to the exceptional family member.
 - D.9.3 List and describe the services that are available to and for individuals and families with special needs.
 - D.9.4 Plan and participate in a service project that benefits individuals or families with special needs.
 - D.9.5 Describe and practice coping skills that are needed by individuals and families who care for family members with special needs.

E. FOOD AND NUTRITION

- E.1 Develop goal selection and decision-making skills and relate these principles to food choices.
- E.2 Understand basic concepts of nutrition and recognize valid nutrition information.
- E.3 Conserve resources when planning and preparing food.
- E.4 Plan, prepare, and serve attractive and tasty meals based on basic concepts of nutrition.
- E.5 Identify essential equipment and appliances and use to best advantage.
- E.6 Organize safe, sanitary, and efficient kitchens for the storage and preparation of food.
- E.7 Compare cost, quality, and nutritional value when buying food.
- E.8 Preserve and store foods.
- E.9 Identify and use resources and agencies that assist consumers.

- E.1 DEVELOP GOAL SELECTION AND DECISION-MAKING SKILLS AND RELATE THESE PRINCIPLES TO FOODS AND NUTRITION.
- E.1.1 Define values, goals, needs, and wants, and identify one's own values as well as one's long- and short-term goals.
 - E.1.2 Discuss how one's values and goals are influenced by one's self-concept, other family members, significant peers, cultural background, society, mass media, and economic background.
 - E.1.3 Discuss the relationships of values and goals in the decision-making process.
 - E.1.4 List and examine restraints that may keep individuals and families from achieving goals.
 - E.1.5 Give examples of short- and long-term goals and explain how one might affect the other.
 - E.1.6 Define and discuss consequences and/or trade-offs as they relate to decision making.
 - E.1.7 List and describe the sequence of steps involved in developing decision-making skills, including identifying and acknowledging the problem, facts, feelings, obstacles, and consequences of alternatives; making a plan and following it; evaluating the plan; and reassessing the problem.
 - E.1.8 Give examples of food choice situations in which one could apply decision-making skills and describe the effects and consequences of different decisions on individuals, families, small and large groups, communities, and the world food situation.
 - E.1.9 Describe ways in which personal, family, and community resources can be used to extend opportunities for achieving goals.
 - E.1.10 Apply the decision-making process to a variety of food and nutrition situations.

E.2 UNDERSTAND BASIC CONCEPTS OF NUTRITION AND RECOGNIZE VALID NUTRITION INFORMATION.

- E.2.1 Identify nutrition information on which a majority of reliable sources agree and discuss the uses and limitations of each.
- E.2.2 Examine typical food fallacies, how they originate, and why they persist; and explain their shortcomings in terms of available scientific data.
- E.2.3 Identify the major nutrients found in foods and explain the contribution of each to a healthy body.
- E.2.4 Demonstrate a knowledge of the relationships between exercise, rest, and diet.
- E.2.5 Define and describe "natural foods."
- E.2.6 Examine and report on current research that deals with the effects of food additives, salt, and sugar.
- E.2.7 Demonstrate an understanding of the effects of substance abuse on individual and fetal development.
- E.2.8 Describe the relationships between food habits, nutritional status, and food resources within one's geographic region.
- E.2.9 Define and describe the concept of nutrient density.
- E.2.10 Discuss the need for regular updating of nutrition information.
- E.2.11 Make a plan for improving one's eating habits; test the plan for a period of time and describe its effectiveness or ineffectiveness.

E.3 CONSERVE RESOURCES WHEN PLANNING AND PREPARING FOOD.

- E.3.1 List and practice ways one can save energy and water in food preparation and preservation methods.
- E.3.2 Explain how time and energy can be saved by planning meals in advance.
- E.3.3 Compute and compare costs in terms of time, budget, natural resources, quality, and satisfaction when using common types of convenience foods.
- E.3.4 List advantages and disadvantages of eating out.

- E.4 PLAN, PREPARE, AND SERVE ATTRACTIVE AND TASTY MEALS BASED ON BASIC CONCEPTS OF NUTRITION.
 - E.4.1 Describe and practice cooking methods which maximize retention of nutrients.
 - E.4.2 Serve foods in ways that are aesthetically pleasing.
 - E.4.3 Describe special nutritional needs of individuals in different stages of the family life cycle.
 - E.4.4 Examine different types of eating patterns and their effect on the health and well being of family members.
 - E.4.5 Examine in terms of nutrient density, costs, family tastes, and ecology, alternatives to meeting protein requirements of family members.
 - E.4.6 Plan and prepare menus using ethnic and cultural foods that meet nutritional needs of family members.
 - E.4.7 List advantages and disadvantages of various types of diets.
 - E.4.8 Demonstrate an understanding of basic concepts of nutrition by planning, preparing, and serving meals for individuals or families.
 - E.4.9 Plan, prepare, and serve meals to meet special nutritional requirements of some family members.
 - E.4.10 Identify, discuss, and practice different types of meal service.
 - E.4.11 Explore the origins of and practice accepted meal etiquette.

E.5 IDENTIFY ESSENTIAL EQUIPMENT AND APPLIANCES AND USE TO BEST ADVANTAGE.

- E.5.1 Make a list of food preparation equipment and appliances and evaluate in terms of needs, wants, and costs.
- E.5.2 For various cooking tasks, determine the most efficient piece of equipment in terms of time, costs, ecology, storage space, and maintenance.
- E.5.3 Give examples of food preparation equipment that are versatile and could be used for a variety of cooking tasks for individuals and families on limited budgets and with limited food preparation facilities.
- E.5.4 Demonstrate recommended use, care, and servicing of various types of food preparation equipment and appliances.
- E.5.5 Explore the relationship between food preparation and natural resources.
- E.5.6 Plan and prepare meals for occasions when the gas or electricity source is interrupted or not available.

- E.6 ORGANIZE SAFE, SANITARY, AND EFFICIENT KITCHENS FOR THE STORAGE AND PREPARATION OF FOOD.
- E.6.1 List common types of food-borne illnesses and what techniques can be used in food preparation to avoid these.
 - E.6.2 Make a list of clean-up chores that should be done before, during, and following food preparation and service.
 - E.6.3 Evaluate various types of kitchen and work center arrangements in terms of efficiency, safety, convenience, and so on.
 - E.6.4 Identify potential sources of kitchen accidents, giving special attention to infants, toddlers, aged, and handicapped, and describe how each might be avoided or prevented.
 - E.6.5 Analyze routine and long-term food storage procedures in terms of safety, sanitation, space available, appropriateness to item being stored, and so on.
 - E.6.6 Demonstrate the ability to select and plan kitchen arrangements and equipment for individuals with special needs (e.g., elderly, tall, short, handicapped, and so on).

- E.7 COMPARE COST, QUALITY, AND NUTRITIONAL VALUE WHEN BUYING FOOD.
- E.7.1 Identify local sources and compare in terms of costs, convenience, services, and variety, different outlets for the purchase of food.
 - E.7.2 Read and interpret food labels and advertising.
 - E.7.3 Demonstrate familiarity with indicators of quality when buying meat, fresh produce, dairy products, eggs, and packaged foods.
 - E.7.4 List food shopping practices that help one save money.
 - E.7.5 List and discuss advantages and disadvantages of raising one's own food in terms of costs, energy, space, skills, and satisfaction.
 - E.7.6 Compare fast food products with comparable home prepared foods in terms of costs, quality, and nutritional value.

E.8 PRESERVE AND STORE FOODS.

- E.8.1 Describe and compare different methods of preserving food, including freezing, drying, canning, dehydrating, refrigerating, and cold storage.
- E.8.2 Describe safe techniques for each method of preserving food listed above.
- E.8.3 Preserve food using one or more of the approved techniques for freezing, canning, or drying food.
- E.8.4 Describe safe methods of long-term storage of food.
- E.8.5 Discuss ways in which neighborhoods and/or communities can become involved in preparations for emergency food supplies.
- E.8.6 Describe food needs, methods of procurement, and storage in the event of a disaster common to given geographical areas.

E.9 IDENTIFY AND USE RESOURCES AND AGENCIES THAT ASSIST CONSUMERS.

- E.9.1 Describe the special features of food help programs such as the School Lunch Program, food stamps, and Women, Infant, and Children (WIC) Program.
- E.9.2 List and describe the provisions of the laws and regulations that protect the consumer when purchasing food.
- E.9.3 Identify and describe the services of agencies that provide food and nutrition information and protection for the consumer.

F. HOUSING AND HOME MANAGEMENT

- F.1 Develop goal selection and decision-making skills and relate these principles to housing and home management choices.
- F.2 Conserve resources in the home whenever possible.
- F.3 Work to improve neighborhood and the community.
- F.4 Develop an awareness of the special housing needs of some family members (e.g., children, aged, physically or emotionally handicapped).
- F.5 Develop an awareness of "personal space" needs of individuals and families.
- F.6 Select appropriate and affordable home furnishings.
- F.7 Promote and maintain a clean, orderly, safe, and aesthetically desirable environment.
- F.8 Choose suitable housing from the available alternatives.

F.1 DEVELOP GOAL SELECTION AND DECISION-MAKING SKILLS AND RELATE THESE PRINCIPLES TO HOUSING AND HOME MANAGEMENT CHOICES.

- F.1.1 Define values, goals, needs, and wants, and identify one's own values as well as one's long- and short-term goals.
- F.1.2 Discuss how one's values and goals are influenced by one's self-concept, other family members, significant peers, cultural background, society, mass media, and economic background.
- F.1.3 Discuss the relationships of values and goals in the decision-making process.
- F.1.4 List and examine restraints that may keep individuals and families from achieving goals.
- F.1.5 Give examples of short- and long-term goals and explain how one might affect the other.
- F.1.6 Define and discuss consequences and/or trade-offs as they relate to decision making.
- F.1.7 List and describe the sequence of steps involved in developing decision-making skills, including identifying and acknowledging the problem, facts, feelings, obstacles, and consequences of alternatives; making a plan and following it; evaluating the plan; and reassessing the problem.
- F.1.8 Give examples of housing and home management situations in which one could apply decision-making skills, and describe the effects and consequences of different decisions on individuals, families, small and large groups, and the community.
- F.1.9 Describe ways in which personal, family, and community resources can be used to extend opportunities for achieving goals.
- F.1.10 Apply the decision-making process to a variety of housing and home management situations.

F.2 CONSERVE RESOURCES IN THE HOME.

- F.2.1 Identify the three largest areas of residential energy consumption and list family practices that will save energy and water in the home.
- F.2.2 Discuss the concept of "voluntary simplicity" and describe ways in which this concept promotes conservation of resources.
- F.2.3 Define "environmental conscience" and give examples of ways people express this concept.
- F.2.4 Compare alternative ways of heating and cooling the home (electricity, natural gas, bottle gas, wood, coal, solar, and air power) in terms of actual costs, depletion of natural resources, efficiency of method, and so on.
- F.2.5 Discuss ways to take advantage of solar heating without installing equipment.
- F.2.6 List home improvements, such as lining draperies, recaulking windows, reinsulating walls and attics, installing solar equipment, and so on, that a family could do or have done that will conserve energy.
- F.2.7 Read and interpret labels on energy costs of appliances.
- F.2.8 Read an electric meter and discuss the concept of "peak use" as it applies to energy consumption.
- F.2.9 Discuss which items in the home lend themselves to recycling and make a plan for family involvement in a recycling project.
- F.2.10 List and describe the services of community agencies that provide conservation information.

F.3 COOPERATE IN EFFORTS TO IMPROVE THE NEIGHBORHOOD AND THE COMMUNITY.

- F.3.1 Describe desirable characteristics of a neighborhood or community.
- F.3.2 List and discuss factors that cause neighborhood concerns and/or tensions.
- F.3.3 List and describe ways in which individuals and families can become involved in community affairs.
- F.3.4 Give examples of neighborhood and/or community improvement projects (e.g., neighborhood alert group, food co-ops, bartering exchange center, and so on) and describe ways in which each could be implemented.
- F.3.5 Describe procedures for working with the local Sheriff's Department to set up a neighborhood alert group.

F.4 DEMONSTRATE AN AWARENESS OF THE SPECIAL HOUSING NEEDS OF SOME FAMILY MEMBERS (E.G., CHILDREN, AGED, PHYSICALLY OR EMOTIONALLY HANDICAPPED).

- F.4.1 Describe the special needs of children, the aged, the physically and emotionally handicapped, and the learning disabled in relationship to planning and maintaining a clean, orderly, and safe environment.
- F.4.2 Discuss special home furnishing needs of the aged and handicapped, and examine ways in which special devices, equipment, strategies, and so on can be used to make the home environment safer and more comfortable for these individuals.
- F.4.3 Evaluate a home in terms of meeting the needs of the aged and physically or emotionally handicapped.
- F.4.4 Devise a plan for remodeling or redecorating a room to meet the special needs of certain family members.

F.5 DEMONSTRATE AN AWARENESS OF "PERSONAL SPACE" NEEDS OF INDIVIDUALS AND FAMILIES.

- F.5.1 List and discuss family activities and interests that may require special areas or space within the home.
- F.5.2 Describe how multipurpose areas can be created within the home.
- F.5.3 Describe ways in which a family could provide space for individual and group activities.
- F.5.4 Define and discuss "personal space" as it relates to individuals and families.
- F.5.5 Discuss ways in which the personal space needs of special groups (children, aged, handicapped, and so on) are unique and how they might best be met.
- F.5.6 List and discuss situations in family environments that may be stress provoking, such as poor ventilation, lack of privacy, noise, disorder, poor lighting, and unhealthy conditions, such as insects, vermin, filth, and disrepair.
- F.5.7 Describe ways in which such stress situations, as listed above, might be controlled or alleviated.

F.6 SELECT APPROPRIATE AND AFFORDABLE HOME FURNISHINGS.

- F.6.1 Describe how family activities and values influence home furnishing needs and wants.
- F.6.2 Identify advantages and disadvantages of different types of home furnishing outlets in your area (e.g., furniture stores, department stores, auctions, yard sales, classified ads, warehouse sales, used furniture stores, and rental furniture outlets).
- F.6.3 List and discuss factors that determine quality in home furnishings.
- F.6.4 List essential furnishings that can serve several functions.
- F.6.5 Examine alternatives to buying "new" home furnishings.
- F.6.6 Review and give examples of ways in which used home furnishings and/or other used items can be recycled to serve furnishing needs.
- F.6.7 Evaluate home furnishings such as linens, floor coverings, window coverings, wall treatments, tableware, decorative items, and so on, in terms of needs, wants, costs, intended use, and care.
- F.6.8 Demonstrate recommended use, care, and/or servicing of home appliances and furnishings.
- F.6.9 Plan a family budget for home furnishing purchases.
- F.6.10 Describe and practice techniques for refinishing or restoring home furnishings.
- F.6.11 Describe and practice techniques for making selected home furnishings (e.g., window coverings, storage shelves, slipcovers, and so on).

F.7 PROMOTE AND MAINTAIN A CLEAN, ORDERLY, AND SAFE HOME ENVIRONMENT.

- F.7.1 Describe how values and stereotyping affect attitudes about cleaning chores and schedules.
- F.7.2 List and discuss reasons for having a clean and orderly home, such as safety, health, time, and relaxation.
- F.7.3 Examine alternatives to one person doing all house cleaning tasks.
- F.7.4 Examine alternatives in terms of financial costs, energy, time, skills needed, tools needed, and so on to performing home maintenance and improvement tasks yourself.
- F.7.5 Read and interpret labels on cleaning and other household products to assess best use, safety, and so on.
- F.7.6 Describe and practice procedures for making minor repairs to house and possessions.
- F.7.7 Discuss procedures for contacting and using public utilities.
- F.7.8 Describe and practice cleaning techniques that save time and energy.
- F.7.9 Plan a schedule for completion of cleaning and household maintenance chores that need to be done weekly, monthly, seasonally, and so on.
- F.7.10 Practice making calls to contractors to get bids for cleaning and repair services.
- F.7.11 Describe the provisions of local lien laws and their implications to the home owner.
- F.7.12 Describe potential physical hazards in the home and list safety practices that could prevent home accidents.
- F.7.13 Make and practice a family plan for evacuation of the home in case of a disaster such as fire, flood, or nuclear situation.
- F.7.14 Describe and practice basic first aid techniques for poisoning, choking, bleeding, and so on.
- F.7.15 Make a list of emergency first aid techniques and phone numbers to post near each telephone in the home.

F.8 CHOOSE SUITABLE HOUSING FROM THE AVAILABLE ALTERNATIVES.

- F.8.1 List and describe how family values and goals influence one's conception of what constitutes an optimal living environment, including comfort, convenience, privacy, safety, aesthetic value, and so on.
- F.8.2 Give examples of family housing needs at different stages of the family life cycle.
- F.8.3 Discuss housing alternatives, including single family dwelling, apartments, condominiums, mobile homes, duplexes, subsidized housing, kit homes, building your own, duet homes, and expandable housing.
- F.8.4 Examine advantages and disadvantages of renting versus home ownership (e.g., tax advantages, value appreciation, upkeep in terms of costs and energy, total costs, appropriateness to life-style, privacy, and mobility).
- F.8.5 Identify and explain financial aspects of renting and buying, including rental agreements and leases, mortgage contracts, taxes, insurance, maintenance, financing alternatives, use of sales agents, and getting legal titles.
- F.8.6 Research and report on current and future trends in housing (e.g., energy conservation, size and type of homes, and so on).
- F.8.7 Discuss advantages and disadvantages of shared housing.
- F.8.8 Examine the emerging role of the home as a learning and work center.
- F.8.9 Explore the impact of housing legislation on expanding or restricting housing alternatives.
- F.8.10 List and describe services of community agencies that assist individuals and families with housing needs and concerns.

FHA-HERO

A quality vocational home economics education program includes FHA-HERO (Future Homemakers of America - Home Economics Related Occupations) to extend and enrich classroom instruction. As an integral part of the instructional program, FHA-HERO activities help students develop personal, leadership, citizenship, and occupational skills needed to function effectively as a member of the family, community, society, and work force.

Vocational home economics education programs can be strengthened by utilizing FHA-HERO as a teaching strategy. As home economics teachers revise curriculum, a variety of FHA-HERO activities should be included to encompass the following FHA-HERO areas of emphasis:

1. Personal growth experiences
2. Leadership development
3. Competitive recognition activities
4. Career exploration and occupational preparation
5. Community outreach

For the purposes of this document, those essential living skills which reflect the goal and purposes of FHA-HERO have been listed as a separate content area--Leadership Development. It will be apparent to teachers using this guide that Leadership Development skills are basic to the occupation of homemaking and can and should be incorporated into all content areas. These skills have been isolated here to give emphasis to the value of the vocational student organization as a viable teaching strategy which combines the best of classroom and extended classroom or experiential activities.

G. LEADERSHIP DEVELOPMENT

- G.1 Develop goal selection and decision-making skills and relate these principles to leadership development.
- G.2 Develop and demonstrate leadership skills.
- G.3 Demonstrate good sportsmanship and citizenship when interacting with others in group and competitive situations.
- G.4 Develop personal interaction skills.
- G.5 Reinforce a positive self-concept in membership and leadership roles.
- G.6 Develop the ability to plan, organize, and conduct an activity, project, or meeting.
- G.7 Develop an awareness of and participate in community projects.
- G.8 Develop communication skills in working with individuals, small and large groups, and the community.
- G.9 Expand knowledge about home economics related occupations and career opportunities.

- G.1 DEVELOP GOAL SELECTION AND DECISION-MAKING SKILLS AND RELATE THESE PRINCIPLES TO LEADERSHIP DEVELOPMENT.
- G.1.1 Define values, goals, needs, and wants, and identify one's own values as well as one's long- and short-term goals.
 - G.1.2 Discuss how one's values and goals are influenced by one's self-concept, other family members, significant peers, cultural background, society, mass media, and economic background.
 - G.1.3 Discuss the relationships of values and goals in the decision-making process.
 - G.1.4 List and examine restraints that may keep individuals and families from achieving goals.
 - G.1.5 Give examples of short- and long-term goals and explain how one might affect the other.
 - G.1.6 Define and discuss consequences and/or trade-offs as they relate to decision making.
 - G.1.7 List and describe the sequence of steps involved in developing decision-making skills, including identifying and acknowledging the problem, facts, feelings, obstacles, and consequences of alternatives; making a plan and following it; evaluating the plan; and reassessing the problem.
 - G.1.8 Give examples of leadership situations in which one could apply decision-making skills, and describe the effects and consequences of different decisions on individuals, families, small and large groups, and the community.
 - G.1.9 Describe ways in which personal, family, and community resources can be used to extend opportunities for achieving goals.
 - G.1.10 Apply the decision-making process to a variety of leadership development situations.

G.2 DEVELOP AND DEMONSTRATE LEADERSHIP SKILLS.

- G.2.1 Define leadership and identify the characteristics of a good leader.
- G.2.2 Identify ways in which leadership skills can be developed.
- G.2.3 Identify types of leadership styles (autocratic, democratic, laissez-faire) and recognize these styles in a variety of organizations.
- G.2.4 Identify leadership roles, responsibilities, and duties in various organizations.
- G.2.5 Identify ways in which leaders are selected for both formal and informal groups.
- G.2.6 Compare leadership roles with membership roles in organizations.
- G.2.7 Develop an awareness of individual rights and responsibilities in leadership and membership situations.
- G.2.8 Develop an awareness of the importance of communication and cooperation by participating as a member of a team.
- G.2.9 Define the responsibilities and duties of various organization offices.
- G.2.10 Practice leadership skills by holding an office, chairing a committee, giving a presentation, or participating in a Competitive Recognition Event (CRE).

- G.3 DEMONSTRATE GOOD SPORTSMANSHIP AND CITIZENSHIP WHEN INTERACTING WITH OTHERS IN GROUP AND COMPETITIVE SITUATIONS.
- G.3.1 Define good sportsmanship and good citizenship.
 - G.3.2 Develop a checklist for good sportsmanship/citizenship to be used for self-evaluation and improvement.
 - G.3.3 Practice good sportsmanship when participating in a group or competitive activity.
 - G.3.4 Describe and practice positive citizenship skills (e.g., moral, ethical, and civic rights and responsibilities).
 - G.3.5 Demonstrate acceptable behavior for flag etiquette--saluting the flag and participating in the National Anthem.
 - G.3.6 Define competition as a societal value.
 - G.3.7 Describe situations where competition may arise.
 - G.3.8 Define characteristics of successful competitors.
 - G.3.9 List and discuss some of the less desirable aspects of competition.
 - G.3.10 Describe barriers to competition that may be present for handicapped persons.

G.4 DEVELOP PERSONAL INTERACTION SKILLS.

- G.4.1 Explore the relationships between self-image and social interaction skills.
- G.4.2 Develop a checklist for good interaction skills to be used for self-evaluation and improvement.
- G.4.3 Describe and practice appropriate behavior for various social and leadership situations.
- G.4.4 Develop an awareness of and demonstrate appropriate behavior in the following situations: eating, using the telephone, making introductions, giving compliments, traveling, tipping, ordering, being a house guest.
- G.4.5 Write a letter of invitation or appreciation and/or response to an invitation.

G.5 REINFORCE A POSITIVE SELF-CONCEPT IN MEMBERSHIP AND LEADERSHIP ROLES.

- G.5.1 Define those factors that contribute to positive and negative self-concepts, and explore ways in which student organization activities can improve one's self-concept.
- G.5.2 Identify membership opportunities for students.
- G.5.3 Participate as a member of an FHA-HERO chapter or organization.
- G.5.4 Assume a leadership role in a student organization.
- G.5.5 Complete a project such as a craft, toy, food, display, and so on.
- G.5.6 Volunteer to work a given number of hours in a center or institution for individuals with special needs.
- G.5.7 Attend FHA-HERO leadership activities on the region, state, and national levels.

G.6 DEVELOP THE ABILITY TO PLAN, ORGANIZE, AND CONDUCT AN ACTIVITY, MEETING, OR PROJECT.

- G.6.1 Become aware of history and purposes of FHA-HERO and its relationship to the consumer and homemaking education program.
- G.6.2 List and practice the steps involved in organizing an activity (e.g., identify needs, concerns, and skills of participants; set goals; form a plan including time frame, budget, and physical environment; conduct activity; evaluate; and follow-up).
- G.6.3 Demonstrate organization skills by arranging for your class or student organization to go on a field trip (e.g., identify objectives, contact site, write a follow-up letter, arrange for transportation and necessary permission forms, develop a trip evaluation form, write appropriate thank-you letters).
- G.6.4 Prepare a program of work for an FHA-HERO chapter or other group.
- G.6.5 Develop an agenda for either a business or committee meeting.
- G.6.6 Develop a knowledge of and practice the use of parliamentary procedure in conducting or participating in a meeting.
- G.6.7 Evaluate an activity, meeting, or project.

G.7 DEVELOP AN AWARENESS OF AND PARTICIPATE IN COMMUNITY PROJECTS.

- G.7.1 List community project needs in your area.
- G.7.2 Determine which community projects could use assistance from your student organization.
- G.7.3 Identify ways classroom activities and skills can be used in the community.
- G.7.4 Research and prepare a directory of local community agencies and services.
- G.7.5 Select and participate in a community service project that meets the needs of the community, the interests of the members, and the goals and objectives of the FHA-HERO chapter and the CHE program.

G.8 DEVELOP COMMUNICATION SKILLS IN WORKING WITH INDIVIDUALS, SMALL AND LARGE GROUPS, AND THE COMMUNITY.

- G.8.1 Practice constructive, as opposed to destructive, communication skills.
- G.8.2 Give examples of nonverbal communication and describe the impact of this type of communication.
- G.8.3 Practice communication skills, including listening skills, for use in relating with individuals and groups.
- G.8.4 Demonstrate appropriate language for given situations.
- G.8.5 Participate in an activity that requires a verbal presentation.
- G.8.6 Participate in a group activity or project such as a Competitive Recognition Event (CRE), service project, or meeting.
- G.8.7 Record, transcribe, and disseminate activities of meetings accurately, legibly, and in proper format.
- G.8.8 Write a newspaper column or press release to publicize FHA-HERO chapter activities.
- G.8.9 Develop a public service brochure, announcement, or bulletin for distribution in your community.
- G.8.10 Utilize telephone skills to send or receive instructions or information to share with others.
- G.8.11 Demonstrate oral communication skills by making an introduction, giving a presentation, or making arrangements by phone.

- G.9 EXPAND KNOWLEDGE ABOUT HOME ECONOMICS RELATED OCCUPATIONS AND CAREER OPPORTUNITIES.
- G.9.1 Describe the characteristics of valued employees.
 - G.9.2 Discuss the social, economic, and psychological impact on persons who assume the dual role of homemaker and worker.
 - G.9.3 Identify the skills in the occupation of homemaking that are transferable to employment.
 - G.9.4 List and describe barriers - real or simulated - that the handicapped, minority races, certain age groups, women, and some religious groups face when seeking employment.
 - G.9.5 Develop an awareness of the differences in and similarities of work situation roles such as management, administrative, and employee.
 - G.9.6 List and describe ways to use various sources of career information.
 - G.9.7 Increase awareness of career opportunities by inviting persons working in home economics related occupations to speak to a class or an FHA-HERO chapter.
 - G.9.8 Demonstrate a knowledge of home economics related occupations by preparing a bulletin board or display on careers that utilizes skills learned in consumer and homemaking education programs.
 - G.9.9 Participate in a career field trip, take notes, and report back to the class or student organization.
 - G.9.10 Write a resumé, complete a job application form, and participate in an actual or simulated job interview.

SELECTED REFERENCES

The following research studies and publications were used to identify and validate the essential living skills as they apply to the occupation of homemaking.

Research Studies

Abt, Phyllis J. Occupational Analysis of Colorado Homemakers Utilizing the Dacum Approach. Fort Collins: Colorado State University, 1978.

Adult Roles and Functions. Department of Home Economics. Huntington, W.Va.: Marshall University, 1979.

Competency-Based Diploma Project. Los Angeles Unified School District. (Functional Competencies in Rank Order - Draft Copy).

Hughes, Ruth P. The National Census Study of Secondary Vocational Consumer and Homemaking Programs. Ames: Iowa State University Research Foundation, Inc., 1980.

Johnson, Bonnie McKay. Adults' Perceptions of Need for Consumer and Homemaking Education Abstract. Pullman: Washington State University, 1980.

Monts, E., and M. V. Barkley. Summary Report-Study of Essential Living Skills for Members of Families in Multiple Roles. Phoenix: Division of Career and Vocational Education, Project #: 78-902-14-01, 78-904-03-78, 1978.

Occupational Proficiency Standards for Homemakers. Tallahassee: Florida State Department of Education, n.d.

Selz, N., J. Jones, and W. Ashley. Functional Competencies for Adapting to the World of Work. Columbus: The National Center for Research in Vocational Education, Ohio State University, 1980.

Simpson, Elizabeth. What People Will Need to Know in the 80s and Beyond to Be Intelligent Consumers and Effective Homemakers (Content for Consumer and Homemaking Education). Madison: University of Wisconsin, 1981.

Teenage Consumers: A Profile. Education Commission of the States. Denver: National Assessment of Educational Progress, June, 1979.

Trow, Ruby L. Home Economics Competencies and Competency Indicators. Rendondo Beach, Calif.: Plycon Press, 1979.

Related Publications

- Craig, Karen E. "Helping Families Attain A Desirable Quality of Life." Illinois Teacher. 1979, 22(3).
- Cross, Aleene A. "A Challenge To Achieve Excellence." Tips and Topics in Home Economics. 1981, 22(1).
- Curriculum Design for Consumer Education. Bureau of Homemaking Education. Sacramento: California State Department of Education, 1974.
- Green, Kinsey B. "Home Economics: The Knowledge Most Worth Having." Illinois Teacher. 1979, 22(3).
- Instructional Patterns for Curriculum for Parenthood Education. (Draft Copy). Home Economics Education Programs. Sacramento: California State Department of Education, 1982.
- Maximizing Human Potential. Bureau of Homemaking Education. Sacramento: California State Department of Education, 1977.
- Nutrition Education Today. Home Economics Education Programs. Sacramento: California State Department of Education, 1981.
- Richard, William B., and Others. Leadership Training Units for Vocational Youth: A Teacher Manual Designed to Provide Individual and Group Activities for the Development of Leadership Skills. Indiana State Department of Public Instruction, July, 1976.
- Stephen, Beverly. "The Worth Of A Homemaker." Sacramento Bee, August 6, 1980.
- "We Should Be Teaching Leadership Skills and Competencies." NASSP Bulletin, April, 1981.

Publications Available from the Department of Education

This publication is one of approximately 500 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Budget (1983)	\$3.00
American Indian Education Handbook (1982)	3.50
Apprenticeship and the Blue Collar System: Putting Women on the Right Track (1982)	10.00
Arts for the Gifted and Talented, Grades 1-6 (1981)	2.75
Arts for the Handicapped Trainer's Manual (1982)	6.50
Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
California Private School Directory	9.00
California Public School Directory	12.50
Career/Vocational Assessment of Secondary Students with Exceptional Needs (1983)	4.00
Child Development Program Guidelines (1983)	3.75
College Core Curriculum: University and College Opportunities Program Guide (1983)	2.25
Computer Literacy of California's Sixth and Twelfth Grade Students (1984)	1.50
Curriculum Design for Parenthood Education (1982)	3.50
Guide for Vision Screening in California Public Schools (1984)	2.50
Handbook for Planning an Effective Mathematics Program (1982)	2.00
Handbook for Planning an Effective Reading Program (1983)	1.50
Handbook for Planning an Effective Writing Program (1983)	2.50
Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
History—Social Science Framework for California Public Schools (1981)	2.25
Improving the Attractiveness of the K-12 Teaching Profession in California (1983)	3.25
Improving the Human Environment of Schools: Facilitation (1984)	5.50
Improving the Human Environment of Schools: Problems and Strategies (1979)	2.50
Improving Writing in California Schools: Problems and Solutions (1983)	2.00
Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
Instructional Materials Approved for Legal Compliance (1984)	6.00
Literature and Story Writing: A Guide for Teaching Gifted and Talented Children (1981)	2.75
Making Mealtime a Happy Time for Preschoolers (1983)	7.50/10
Nutrition Education Today: Curriculum Design for Nutritional Knowledge and Food Use in California's Public Secondary Schools (1981)	2.50
Physical Performance Test for California, 1982 Edition (1984)	1.50
Planning Vocational Home Economics Programs for Secondary Schools (1983)	2.75
Preparing Food for Preschoolers (1983)	7.50/10
Preschool Program Guidelines (1983)	2.70
Raising Expectations: Model Graduation Requirements (1983)	2.75
Reading Framework for California Public Schools (1980)	1.75
Resources in Health Career Programs for Teachers of Disadvantaged Students (1983)	6.00
School Attendance Improvement: A Blueprint for Action (1983)	2.75
Science Education for the 1980s (1982)	2.00
Science Framework for California Public Schools (1978)	1.65
Science Framework Addendum (1984)	3.00
Statement on Competencies in English and Mathematics Expected of Entering Freshmen (1982)	2.50
Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
Techniques for Preventing the Spread of Infectious Diseases (1983)	1.50
Tire and Learning in California Schools (1984)	1.50
Toward More Human Schools: Exemplary Efforts in Self-Concept, Human Values, Parenting, and School Climate (1981)	1.75
Trash Monster Environmental Education Kit (for grade six)	23.00
University and College Opportunities Handbook (1984)	4.50
Visual and Performing Arts Framework for California Public Schools (1982)	3.25
Wet 'n' Safe: Water and Boating Safety, Grades 4-6 (1983)	2.50
Wizard of Waste Environmental Education Kit (for grade three)	20.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

A list of approximately 100 diskettes and accompanying manuals, available to member districts of the California Computing Consortium, may also be obtained by writing to the same address.